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early eighties, however, the government usurped (or shall we say 'resumed') control over education, and in later years completed the work of making instruction almost a state monopoly."

The theory of government which lies behind the system of education which makes of every child a potential warrior is no less worthy of study than the methods followed in the French schools. As seen by Professor Scott the work of inculcating patriotism revolved around these points: (1) the love of France; (2) the military spirit and obligatory service; (3) the duty of inculcating physical courage. Furthermore, (4) the children have learned to know that taxation is necessary to support the army; (5) they have been given some definite information in regard to the state of the national defenses; and (6) certain writers have pointed out to them the perils of depopulation in a country menaced by increasingly powerful neighbors.

Similar aims in educational processes are found by Professor Scott to have dominated the entire educational system of Germany. "Germany," he says, "beyond all other modern states, has embodied national aspirations in its educational system, which, though not wholly free from the influences of tradition custom and conservatism, recognizes in a degree elsewhere unparalleled the value of education as a political instrument and a factor in national evolution."

The work ends with two chapters on "The Lesson for America" and "Military Training in Europe." The latter contains much impartial information that cannot fail, if read, to enlighten many of our leaders and legislators. The author submits American ideals in education to a searching test in his chapter on the "Lesson for America." It may be within the bounds of possibility that American education will become national in tone and character as a result of the war and that it may be regulated and directed by Congress and by a Federal Minister of Education.

State Administration in Maryland, Johns Hopkins University, Studies in Historical and Political Sciences. By John L. Donaldson, Ph.D. Baltimore: Johns Hopkins Press, 1916. Series XXXIV, No. 4. Pp. 155.

This monograph, as we learn from the author's Preface, although a study of Administration in Maryland, is in no sense a

history. The historical development of certain factors of administration has not been neglected, but the work deals exclusively with the organization and the interrelations of the administrative departments of the Maryland government, and attempts a scientific analysis of their functions and forms. Without endeavoring to describe the entire governmental structure of the State of Maryland, the author has limited his field to "that part of the Executive branch which has to do with the actual performance of duties relating directly to the economic, intellectual, and moral welfare of the people." The volume is, therefore, divided into five chapters, dealing with Public Education, Public Health, Charities and Corrections, Finance, and General Economic Welfare. The Catholic reader will find a very fair and impartial estimate of these public functions. Catholic schools and colleges and Catholic charities do not fall within the scope of the author's researches. Recent attacks upon organized Charities give an especial interest to the chapter on *Charities and Corrections*. There is no uniform or centralized system of charities in the State of Maryland. Benevolent institutions are helped in a haphazard and irregular way, through the Board of State Aid and Charities, which was instituted in 1850. It consists of seven members, appointed by the Governor, and they give their services free. The Board has the power of investigating the condition and management of all public or other charitable institutions receiving state aid. The author is very frank in his criticism of the deficiencies of public charities. There are paragraphs on the treatment of criminals which will astonish the reader. Over the whole administrative system lies the blight of disintegration. "We may," he says, "summarize Maryland Administration needs as follows: gubernatorial supervision; intra-departmental as well as inter-departmental centralization; integration; and standardization of services."

The Japanese Conquest of American Opinion. By Montaville Flowers, M.A. New York: George H. Doran Co., 1917. Pp. xvii+272.

International intrigue is always fascinating. When it reaches the level of attempting to control Public Opinion in a neighboring state, it may be a menace. The author of this book frankly